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ABSTRACT

The New Jersey Workplace Literacy Partnerships Program was conducted from February 1989 to May 1990. The project was funded by the New Jersey Department of Education, with a 30-percent cash match from District 65 of the United Auto Workers, the Standardbred Breeders and Owners Association, and the New Jersey Thoroughbred Horsemen's Benevolent Association. The project accomplished its original goals. In addition, each of the partners was satisfied with the program and willing to continue. Some of the accomplishments of the program were the following: (1) the project implemented six workplace education assistance centers that provide adult basic education and English-as-a-Second-Language instruction; (2) 1,514 employees from 34 companies were served; (3) customized workplace literacy programs were provided to more than 1,000 employees of specially targeted businesses where literacy needs were identified as barriers to productivity; and (4) a statewide process for planning and developing new workplace literacy programs was established. (Checklists and curriculum used in the project and statistical tables are included as appendixes to this report.) (KC)

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NJ DEPARTMENT OF EDUCATION
DIVISION OF ADULT EDUCATION

WORKPLACE LITERACY PARTNERSHIPS PROGRAM
FINAL PERFORMANCE REPORT

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
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Division Director: Dr. Robert R. Simons
Project Director: Ms. Lynn-Logo Keepers
Project Coordinator: Dr. Diane Kubinski

CE 055 504

WORKPLACE LITERACY PARTNERSHIPS PROGRAM FINAL PERFORMANCE REPORT

Grant Award No. V198A80186

Grantee New Jersey State Department of Education

Project Director Lynn Keepers

Phone 609-777-0577

Award Period from October 1, 1988 to May 9, 1990

Average number of weeks in training cycle	10
Average number of hours per week of workplace literacy training	2

Types of training funded:

ABE - Basic Skills
English as a second language
Computer-assisted writing
Computer-assisted math
Computer-assisted reading

es:35.4g

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B. Customized Checklist
C. Customized Curriculum

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WORKPLACE LITERACY PARTNERSHIPS PROGRAM
FY 1989 FINAL PERFORMANCE REPORT

Introduction

The New Jersey Workplace Literacy Partnerships Program was originally funded for the period of October 1988 to December 30, 1989. A no-cost extension was granted which changed the instruction start date to February 9, 1989. A second no-cost extension was granted to extend the end of instruction from February 9, 1990 to May 9, 1990.

Total funding for the project amounted to $537,332. Each of the project partners contributed a 30 percent cash match. The partners included:

- District 65, UAW, AFL-CIO
- The Standardbred Breeders & Owners Association
- The New Jersey Thoroughbred Horsemen's Benevolent Association, Inc., (formerly the Horsemen's Benevolent and Protective Association of New Jersey)

Final Reporting Results

The project was an overwhelming success since it not only accomplished all of its original goals but it exceeded them. In addition, each of the partners involved with the project expressed satisfaction with the program and a willingness to continue. UAW, District 65, AFL-CIO has contracted on its own to use union funds to continue services at some of the workplace education assistance centers so that training may continue. The racing associations have also contracted to continue the training at the racetracks.

According to the specifications outlined in the USDOE letter on final reporting, the Office of Vocational and Adult Education areas on performance reporting are addressed below:

1. Actual Accomplishments Compared to Objectives in Application

   The purpose of the New Jersey Workplace Literacy Partnerships Program was to develop and implement a statewide strategy to assist the business community in establishing customized programs designed to enhance literacy skills in the workplace. The project succeeded in developing a strategy by implementing 6 workplace education assistance centers that provide adult basic education, including ESL instruction throughout the state of New Jersey. This contributed to fostering the development of partnerships between state educational agencies and the private sector, including labor unions. It also resulted in upgrading the basic skills of employees in businesses and industries which were members of District 65, UAW, AFL-CIO and of employees of 2 racetracks at Garden State Park and the Meadowlands.

The following is a comparison of the three objectives which were originally developed in the application with the results of the project:

Objective 1

To assist at least 25 employers and 2 racetrack associations in identifying literacy-related deficiencies which inhibit productivity in their work forces through a network of 6 workplace education assistance centers.

Accomplishments for Objective 1:

The project achieved objective 1 and exceeded its goals in providing services to 1,514 employees. (See Table 1.) A total of 34 companies participated in the project. All of the businesses participated in orientation sessions with management, shop stewards, employees and employers. All of the employees of the 34 companies were assessed. A total of 28 companies and 2 racetracks actually held training either on-site or at one of the 6 workplace education centers at convenient hours to employees/employers.

The project established 6 workplace education centers that provided the instructional services. Jersey City State College was listed in the application as one of the workplace education centers. Jersey City State College withdrew from the project and the West New York Adult Learning Center took its place. The federal government was informed about this through the quarterly report and telephone conversations conducted during the course of the project. During the extension period the New Brunswick Adult Learning Center took over the operation of the Revlon site after the coordinator resigned.

Each of the workplace education centers was to serve at least 4 training sites except the Revlon site. The goals were met and exceeded since all sites served at least 4 companies. A breakdown of the centers and companies served shows that the goal of 4 was exceeded as follows:

WEA Center	No. of Sites Served	Training Site
Hackensack Adult Learning Center	5	C & C Metal, Hackensack H & P Mayer, Hackensack Ceragraphic Inc., Hackensack Otagari, Hackensack Felsway, Hackensack
New Brunswick Adult Learning Center	9	Childcraft Corporation, Edison Posner Labs, So. Plainfield Cascade Industries, Plainfield Universal Furniture, Plainfield Southern Container, Dayton Plastic Color Chip, Somerset R-Tape, Plainfield Prestype, Edison Midas International, No. Brunswick

WEA Center	No. of Sites Served	Training Site
District 65, UAW, AFL-CIO	1	Revlon Corporation
West New York	8	Coupon Services, Jersey City Meadowlands, Secaucus Book Sales, Secaucus Ribbon Narrow, Secaucus Petrie Stores 1, 2, 3, Secaucus J. Josephson, S. Hackensack Cook & Dunn, Carlstadt Republic Container, Jersey City
Union County College	5	Eveready Label, Belleville Alpha Wire, Elizabeth Fablok Mills, Murray Hill Short Run Stamping, Elizabeth Haug Die Casting, Kenilworth
The Work Group (formerly Camden County Consortium)	5	Cumberland Medical Center, Cumberland Garden State Park, Cherry Hill American Institute of Mental Studies, Cumberland Inscon Cable, Bridgeton Shieldalloy, Newfield

Objective 2

To provide customized workplace literacy programming to a minimum of 1,000 employees of specially targeted businesses where literacy needs have been identified as barriers to efficiency and productivity.

Accomplishments for Objective 2:

Objective 2 was achieved since 1,514 employees were assessed, 1,345 were enrolled and customized workplace literacy programming and instruction were provided to over 1,000 employees of specially targeted businesses whereby literacy needs were identified as barriers to efficiency and productivity. (See Table 1, Attachment A and Graph 1.) This was accomplished by conducting orientation meetings with management, shop stewards, employers, and employees in order to determine instructional and programming needs. This step was incorporated into the literacy audit process. The literacy audit process established needs to be addressed in the curriculum development process for each targeted site in the workplace, thereby resulting in customized curricula. Three of the sites used computer-assisted instruction. A Literacy Audit Checklist was developed by the state project coordinator and adapted by the Developmental Team consisting of all the site coordinators. Attached are copies of the original checklist and a sample of an adapted checklist, along with a customized curriculum. (See Attachments A, B, and C.) The term "literacy audit" was changed to "skills assessment" because employees/employers were reluctant to participate in a "literacy audit" since they associated it with being identified and labeled as "illiterate."

Objective 3

To institutionalize a statewide process for planning and developing new programs of workplace literacy and to provide training and technical assistance to 40 local adult education administrators in organizing and conducting customized programs.

Accomplishments for Objective 3:

Objective 3 was accomplished since a statewide process for planning and developing new workplace literacy programs was established and institutionalized through a network of 6 workplace education assistance centers throughout the state. The 6 centers established were:

West New York Adult Learning Center
Hackensack Adult Learning Center
Revlon Corporation
Union County College
The Work Group (formerly the Camden County Consortium)
New Brunswick Adult Learning Center

Each of the centers were staffed with a full-time coordinator and teacher and part-time teachers, as needed. The coordinator/teacher conducted literacy audits and responded to training requests of employers. Three of the centers used computer-assisted instruction in addition to paid teaching staff.

The New Jersey State Department of Education, Division of Adult Education's project coordinator, along with staff from the 6 workplace education centers conducted training and technical assistance to over 40 local adult education administrators in organizing and conducting customized workplace literacy programs on October 10, 1989. The state's project coordinator conducted training and technical assistance to 252 participants. (See Table 2 for details on training and technical assistance.) In addition, the project exceeded its goals in this area since training was provided by the project coordinator on a monthly basis at developmental team meetings and by Department of Education staff on monitoring requirements for the program.

2. Schedule of Accomplishments

There was no slippage in meeting the established objectives. The project was granted an extension for the start-up period and for the end of the project. This allowed the project to follow the Management Plan Schedule in the application on an adjusted basis. Adjustments were made for the delay in start up at some centers due to the difficulty they experienced in identifying and hiring coordinators possessing New Jersey State Teacher Certification and a background in workplace literacy.

3. Profile of Participants

The number and characteristics of project participants who did and did not complete planned project activities is detailed in the attached tables. Table 1 shows that 1,514 participants were assessed and 1,345 were actually enrolled. Of those 1,345 participants, 883 successfully completed all project activities. A duplicated count of 474 consists of those employees that participated in more than one course or cycle. (See Tables 4 and 4a for details.)

Table 3 reports that the number of terminations totaled 359. A breakdown of the 359 terminations shows that 76 participants pursued other training, 1 was promoted on the job, 15 had to leave the program due to a conflict with overtime, 78 had to relocate, 22 were laid off, 25 left the job, 15 had child care problems, 26 had a conflict with their second job, 15 had transportation problems, 82 left for unknown reasons, and 4 left because the English level was too high.

Table 5 indicates that the number of male participants totaled 434 and that the female participants totaled 486. The ethnic background and educational levels of participants are included in Table 5. It reports that 521 Hispanics, 173 Blacks, 134 Whites, and 93 Asian or Pacific Islander students participated in the program. A total of 277 participants completed or were at educational functioning Level I (grades 1-8), and a total of 644 were at Level II (9-12). See Table 5 for further details. See Graph 2 for Age/Sex breakdown.

4. Dissemination Activities

Copies of the final performance report, the evaluation, and related materials were sent to:

Dr. Martha Posci, Director
Northeast Curriculum Coordination Center
New Jersey State Department of Education
Division of Vocational and Technical Education
Crest Way
Aberdeen, NJ 07747
(201) 290-1900

The ERIC Clearinghouse on Adult, Career and Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, OH 43210-1090
(614) 292-4353, (800) 848-4815

5. Evaluation Activities

An internal evaluation was conducted for this project as required in the application. See the attached Final Evaluation Report.

6. Report on Changes in Key Personnel

At the state level, there were several staff changes in the project director's position which were due to the organizational changes and needs of the New Jersey State Department of Education, Division of Adult Education. These changes were reported in the quarterly reports to Washington.

At the third-party level, changes in the project coordinator position occurred at the Hackensack Adult Learning Center and at District 65, UAW, AFL-CIO, Revlon site, due to employee resignations. These changes were reported in the quarterly report to Washington.

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ATTACHMENT A

LITERACY AUDIT CHECKLIST

Date: _____

Employer: _____ Site: _____

Contact Person (Program Coordinator): _____

TASK 1: Observe employee to determine basic skills needed to perform the job effectively.

Checklist:

____ 1) Date employee was observed, including number of hours observed and tasks done.

a) Date Observed: _____

b) Hours: _____

c) Tasks: _____

____ 2) List number of times worker

a) Reads: _____ Setting _____

b) Writes: _____ Setting _____

c) Does Arithmetic: _____ Setting _____

____ 3) Determine purpose of tasks performed:

_____

_____

_____

____ 4) Were tasks performed individually _____
or in groups? _____

TASK 2: Collect all materials that are written and read on the job to determine the degree of skill proficiency an employee must have to do the job well.

Checklist:

____ 1) List materials collected:

a) Memoranda _____
b) Telephone Messages _____
c) Manuals _____
d) Bills of Sale _____
e) Forms:
i) inventory lists _____
ii) balance sheets _____
iii) requisition slips _____
iv) other _____

____ 2) Explain what materials were examined to determine reading levels, vocabulary, and style.

_____

_____

_____

____ 3) Explain how the content of these materials were analyzed to determine their function.

_____

_____

_____

TASK 3: Interview employees and their supervisors to determine their perception of the basic skills needed to do their jobs.

Checklist:

____ 1) List the date of interview _____

____ 2) Identify the skills that the top-performing employees say are most important.

List them: _____

_____

_____

____ 3) Ask top-performing employees which skills they use the most and how they use them.

List:

Most-Used Skills	How Skills Are Used
_____	_____
_____	_____

____ 4) Ask supervisors which skills are needed for the job, identifying those deemed critical.

List:

Skills Needed for Job	Skills Critical to Job
_____	_____
_____	_____

____ 5) Conduct discrepancy analysis:

Ask both supervisors and top-performing employees how they would perform a task step-by-step. Then, compare answers.

List step-by-step process stated by supervisor.

_____

_____

List step-by-step process stated by top-performing employee.

_____

_____

Task 4: Determine whether the employees have basic skills needed to do their job well.

Checklist:

____ 1) After combining information gathered from observing employees, collecting materials used, and interviews, provide a written description of each of the audited jobs in terms of

reading _____
writing _____
computation _____

____ 2) Follow-up by returning to work setting to observe how or whether the tasks requiring these basic skills are performed.

List:

Date of observation: _____

Outcome: _____

____ 3) Discuss observations informally with employees and supervisors when problems are observed, to pinpoint problems and concerns.

Date of discussion of problems/concerns: _____

Outcome: _____

Task 5: Build tests that ask questions relating specifically to employee's job or job group.

Checklist:

____ 1) Tests used job-related language and style.

Yes _____ No _____

____ 2) Situations and formats were used in which the basic skills being tested actually occur.

Yes _____ No _____

____ 3) Employee was asked to perform tasks that simulate what happens on the job.

Yes _____ No _____

____ 4) Test results were compared with the write-up of the basic skills tasks.

Yes _____ No _____

____ 5) Is there a basic skills problem in the workplace?

Yes _____ No _____

____ 6) What is the problem?

List the problem:

_____

_____

Summary/Comments:

Date

Signature

DK/es:14.72

ATTACHMENT B

Skills Assesment Checklist.

1. _x_ Materials of workplace
2. _x_ Application
3. ____ Supervisor's Interview - general
4. _x_ Supervisor's Interview - ESL (vocabulary list)
5. _x_ Pictures
6. ____ Floor plan of plant
7. _x_ Signs of the Workplace

SKILLS ASSESSMENT

PART I - ASSESSING THE JOB

DATE: 10/18/89
EMPLOYER/SITE: Posner Laboratories

CONTACT PERSON(S): Hope Deolio
OBSERVER: June Ferraro

A. JOB PERFORMANCE OBSERVATION CHART

JOB CATEGORY: Shipping

JOB TITLE: Receiving

TASK	READ/WRITE/MATH (choose one)	GROUP/INDIVIDUAL (choose one)	SETTING	MATERIALS USED	PURPOSE
ead Paper-ork	. Read	I	-	Bill of lading, packing slip, purchase order	Commence work
atch aperwork	Matching/Reading	I	-	Bill of lading and purchase order	Check to see if match up
heck items eceived	Read/Math	I	-	Purchase order	Check if correct order sent
ill out eceiving eport	Write	I	(5 copies)	Receving report	-
taple	Manual	I	-	Bill of lading, purchase order and 1 copy receiving report	Sent to accounts payable

(ATTACH ALL MATERIALS)

SKILLS ASSESSMENT

PART I - ASSESSING THE JOB

DATE: October 18, 1989
EMPLOYER/SITE: Posner Laboratories

CONTACT PERSON(S): Hope Deolio

OBSERVER: June Ferraro

A. JOB PERFORMANCE OBSERVATION CHART

JOB CATEGORY: Shipping

JOB TITLE: Returns

TASK	READ/WRITE/MATH (choose one)	GROUP/INDIVIDUAL (choose one)	SETTING	MATERIALS USED	PURPOSE
Read Invoice	Read	I	customer name & address date received	Invoice	Commence Work
Date Invoice	Write	I	Today's date	Invoice	ID when work completed
Count Items Returns	Math	I			
Separate od & WIP & maged items	Read/ Math	I	WIP = "Work in Process" - Must be repacked	Items	Sort Items
tch Names	Read/Match	I		Invoice	Check off Items
dicate em out-me	Write	I	Shippable, WIP or destroyed	Invoice	Communicate item's outcome

(ATTACH ALL MATERIALS)

ATTACHMENT C

Workplace Literacy ESL Curriculum

Posner Laboratories: ESL 1

June Ferraro - Instructor

Followed New Jersey State Curriculum Guide for ESL Programs

Listening

Following directions - paying particular attention to prepositions
Understanding and using workplace vocabulary
Understanding different styles of spoken English
Getting incorrect work explained

Speaking

Oral pronunciation practice drills
Dialogues using job related situations
Role playing
Responding orally to questions
Greeting and addressing people
Asking for clarification
Phoning in sick
Giving and asking directions
Telling time
Giving and asking directions on a floor plan

Reading

Signs and their meanings in the workplace
Work specific vocabulary
Evaluation forms

Writing

Job applications
Questionnaires
Grammar practice

ESL 1

Vocabulary

hair net	pressed powder	forklift
packer	loose powder	conveyor belt
cap	lipstick	various shades of make-up
stamp	bandaide	colors
label	stack	drive
shampoo	hose	

Prepostions

on	close	near
in	into	inside
far	behind	under
next to	against	in front of
between		

Structures (See New Jersey State Curriculum Guide for ESL Programs)

verb	"to be"	"to have"
"to want"	"to like"	"to need"
wh-questions	present tense	present progressive
possessives	future	"going to"

active verbs (job specific:pack, drive, stack, stamp)

Pronunciation

consonant clusters
intonation patterns - s w l s c f z p

Text Books - ESL 1

Practical English I, 2nd Edition, Tim Harris

Writing Practical English I, 2nd Edition, Tim Harris

Curriculum Guide, New Jersey State Department of Education

Expressways, English for Communication, Molinsky, Bliss

Functional English, Mendelson, Laufer, Seskus

Speak up at Work, Robinson & Rowekamp

ESL Operations, Techniques for Learning While Doing, Nelson & Winters, Newburg House

PD's - Pronunciation Drills, Trager/Henderson

ESL 1

Supplemental Materials

- Workplace items and products
- Cuisenaire rods

Teacher made materials:

- flash cards/Posner vocabulary and products
- picture of Posner employees (verbal/picture cards)
- tape of Posner vocabulary
- signs in the workplace
- prepositions/picture cards

Table 1. WORKPLACE LITERACY PARTNERSHIPS PROGRAM PROFILE

AGENCY	ASSESSED	ENROLLED	DUPLICATED	UNDUPLICATED	COMPLETED
West New York (Subcontract)	185	185	76	109	176
West New York (Primary)	227	227	36	191	120
Union County College	143	143	65	78	143
New Brunswick	137	137	47	90	77
Revlon	299	299	172	127	127
Hackensack	150	150	8	86	86
The Work Group (Camden County Consortium)	373	204	70	204	154
TOTAL	1,514	1,345	474	885	883

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Table 2. Training and Technical Assistance

DATE	EVENT	NO. OF ATTENDEES
2/28/89	Regional meeting on Workplace Literacy held in Bordentown by Rutgers University	50
3/10/89	In-service training to Adult Education staff held at the Division of Adult Education	15
5/8/89	Presentation at New Jersey Association of Lifelong Learning on Workplace Literacy	25
6/15/89	Bergen County Council's Workshop on the Workplace Literacy Programming Overview sponsored by Bergen Community College	25
7/18/89	NJ Division of Adult Education Summer Institute held at Rutgers University Workshop on the Workplace Literacy Program and Funding	25
8/9/89	Applicants' Conference for Workplace Literacy held at NJ Department of Personnel's Training Center, Princeton, NJ	25
10/3/89	AAACE Conference held at Atlantic City on NJ Workplace Literacy Partnerships Program	22
10/10/89	Training for Local Adult Education Administrators on Workplace Literacy held at NJ Department of Personnel's Training Center, Princeton, NJ	40
5/4/89	Training for AAACE Conference on How to Get Started in Workplace Literacy--Contracts & Proposals held at Brookdale Community College Technology Center, NJ	25
	TOTAL	252

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Table 3. TERMINATIONS

AGENCY	MOVED	LAID OFF	QUIT	PROMOTED	ENGLISH LEVEL TOO HIGH	CHILD CARE PROB	CONFLICT WITH SECOND JOB	TRANS. PROB.	OTHER TRAINING	OVER-TIME	OTHER/ UNKNOWN	TOTAL
West New York (Sub)	0	0	0	0	0	0	0	0	2	0	7	9
West New York (Prim)	3	12	2	0	0	0	0	0	1	0	51	69
Union County College	0	0	0	0	0	0	0	0	0	0	0	0
	(No data reported on terminations)											
New Brunswick	0	6	0	0	4	0	26	0	0	0	24	60
Revlon	0	0	0	0	0	0	0	0	0	0	0	0
	(No data reported on terminations)											
Hackensack	0	4	9	1	0	15	0	15	5	15	0	64
The Work Group (Camden County Consortium)	75	0	14	0	0	0	26	0	68	0	0	157
TOTAL	78	22	25	1	4	15	26	15	76	15	82	359

es:35.4d

TABLE 4. Profile of Workplace Literacy Participants

Total number of participants* served at each Workplace Education Center

	Site Location	No. Participants
a)	West New York (P)	191
	West New York (S)	109
b)	Union County College	78
c)	New Brunswick	90
d)	Revlon	127
	Hackensack	86
	The Work Group (Camden Co. Consortium)	204
	Total (Unduplicated)	885

* unduplicated count of individuals who began training in this cycle and remained in training for at least two consecutive weeks.

Length of Employment at Work Site:

Time Employed	No. Participants
0 - 5 mos.	167
6 - 11 mos.	92
1 - 5 yrs.	260
6 - 10 yrs.	103
11 - 15 yrs.	94
16 - 20 yrs.	65
21 and over	62
Subtotal	843
UCC not reported	+ 78
Total	921
(Duplicated WNY (P)	- 36
	885

Table 4a. NEW JERSEY WORKPLACE LITERACY PARTNERSHIPS PROGRAM

AGENCY	TRAINING SITE	LOCATION	NO. OF PARTICIPANTS UNDUPLICATED
UAW, DISTRICT 65 AFL-CIO Dir.: Norman Lederer Coord.: J. Ferraro	Revlon Corp.	Edison	127
New Brunswick ALC	Childcraft	Edison	35
Dir.: Judy Kesin	Posner Labs	Plainfield	13
Coord.: J. Ferraro	Cascade Industries	Plainfield	1
	Universal Furniture	Plainfield	24
	Southern Container	Dayton	11
	R-Tape*	Plainfield	0
	Press-Type	Plainfield	0
	Plastic Color Chip	Plainfield	5
	Midas International*	Somerset	1
Hankensack ALC	Ceragraphic Inc.	Hackensack	33
Dir.: P. Fulton	H & P Mayer	Hackensack	32
Coord.: C. Amaru	C & C Metal	Hackensack	21
	Otagari*	Hackensack	0
	Felsway*	Totowa	0
West New York (P) & (S)	Coupon Services	Jersey City	32
Dir.: B. Lazzara	Meadowlands	Secaucus	40
Coord.: K. Durnin(Prim.)	Book Sales	Secaucus	5
A. Carlovich(Sub)	Ribbon Narrow	Secaucus	22
	Petri Stores 1,2,3	Secaucus	+188
	J. Josephson*	S. Hackensack	0
	Cook & Dunn*	Carlstadt	0
	Republic Container	Jersey City	9
Union Co. College	Eveready Label	Belleville	18
Dir.: Joann LaPerla	Alpha Wire	Elizabeth	30
Coord.: M. Palmeri-Martinez	Fablok Mills	Murray Hill	27
	Short Run Stamping	Elizabeth	0
	Haug Die Casting	Kenilworth	3
	Cumberland Medical Ctr.	Cumberland	7
The Work Group	Garden State Park	Cherry Hill	102
Camden Co. Emp. Consortium	American Institute Mental Studies (AIMS)	Vineland	16
Dir.: Debbie Reese	Inscon Cable	Bridgeton	11
Coord.: M. Cesena	Shieldalloy	Newfield	68
		Subtotal	881
		+4 unreported	4
		Total	885

(Orientations were held at each of the above sites--total 34.)

*Orientation was conducted--number of participants to be determined

gd:20.1004

TABLE 5. Profile of Workplace Literacy Participants

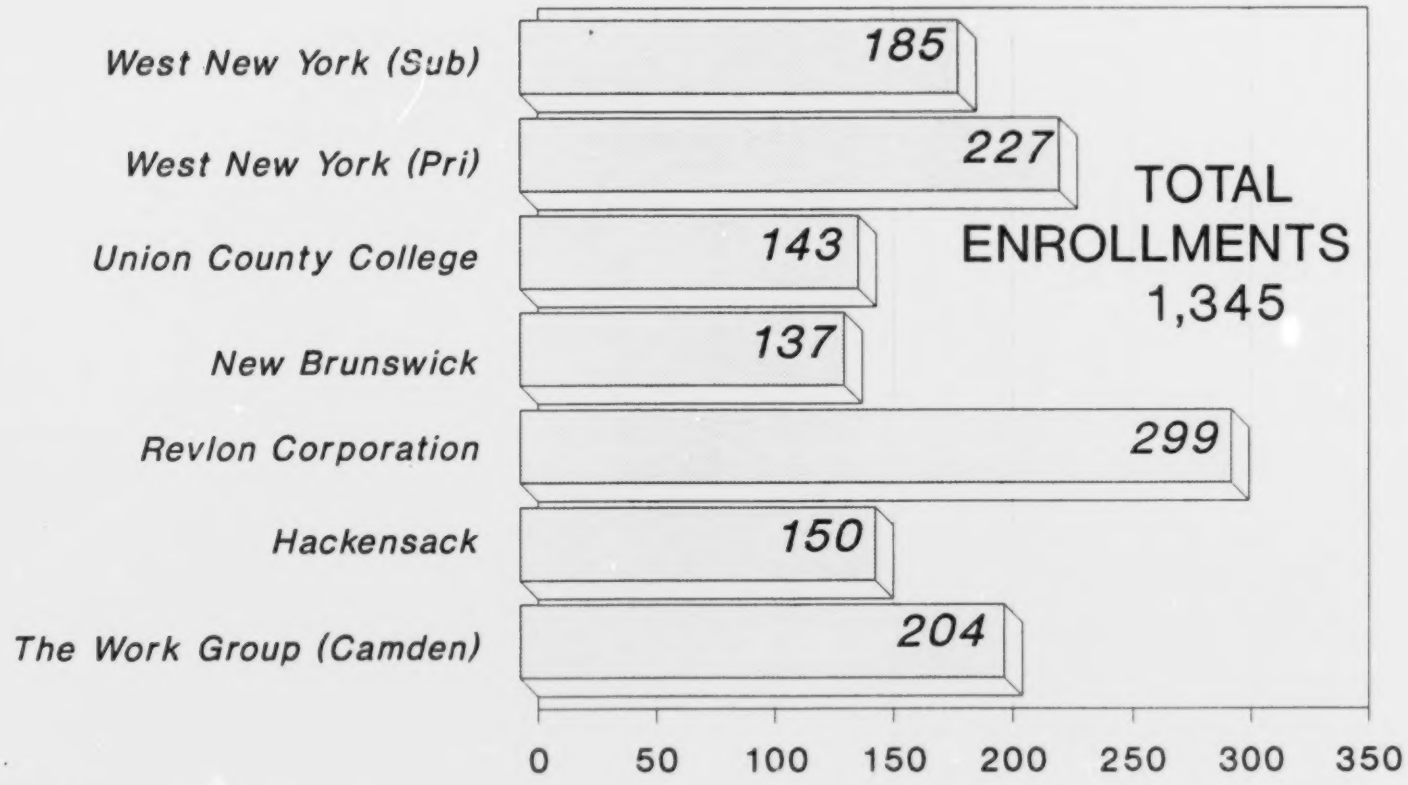
(Grade Levels, Sex, Ages, Ethnicity)

Section A. Participants who upon entry into program had: (a)	American Indian or Alaskan Native (b)	Asian or Pacific Islander (c)	Black, not of Hispanic Origin (d)	Hispanic (e)	White, not of Hispanic Origin (f)	Total
1. Years of School Completed or Educational Functioning Level (if known):						
a. Level I (grades 0-8)	0	17	39	207	14	277
b. Level II (grades 9-12)	0	76	134	314	120	644
Sub-Total	0	93	173	521	134	921
					WNY (P) dup	-36
					Total	885

Section B. Participants who upon entry into the program were:	Number of Participants		Total
	Males	Females	
1. Ages:			
16 - 24	108	60	168
25 - 44	227	221	448
45 - 59	81	176	257
60 and older	18	29	47
Sub-total	434	486	920
Total		(UCC Unknown)	+ 1
			921
		WNY (P) dup	-36
		Total	885

Table 1A and 1B require reporting on an unduplicated count.
Table 1A grand total must equal Table 1B grant total.

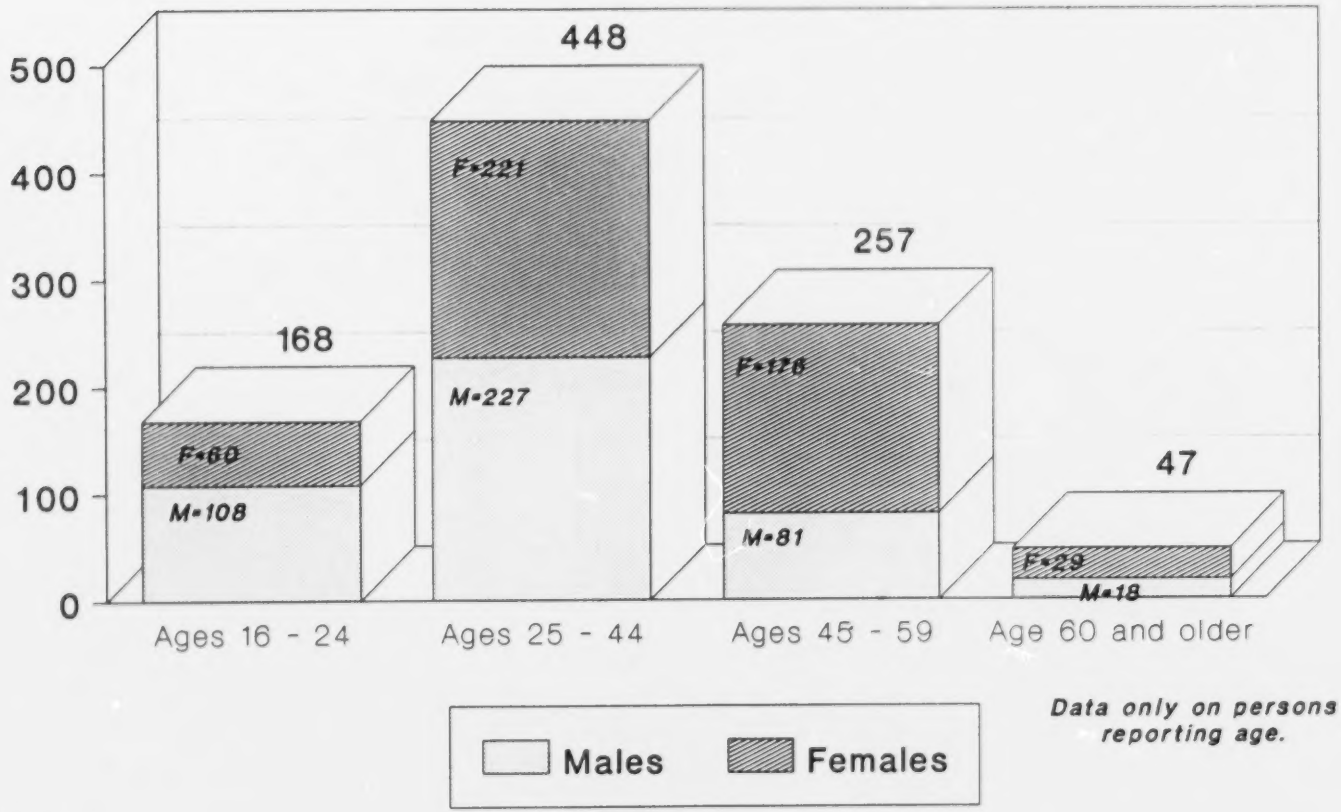
NJ Workplace Literacy Partnerships
Enrolled Participants



NJDOE
July 1990

GRAPH 1

NJ Workplace Literacy Partnerships
Age/Sex of Participants



Data only on persons reporting age.

GRAPH 2

NJDOE
July 1990